

Simpsonville Elementary

200 Morton Avenue
Simpsonville, South Carolina 29681

Grades	K-5 Elementary School	
Enrollment	696 Students	
Principal	Jan James	864-967-1856
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	46	11	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

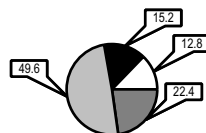
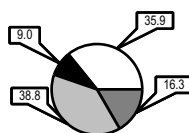
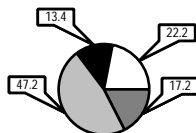
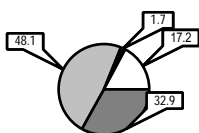
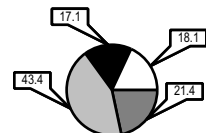
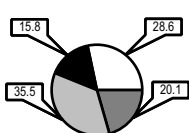
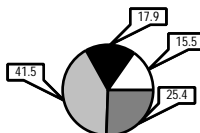
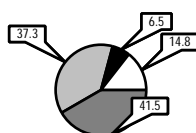
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	363	100.0	17.2	48.1	32.9	1.7	46.6	Yes	Yes
Gender									
Male	184	100.0	21.8	50.6	25.9	1.7	38.5		
Female	179	100.0	12.4	45.6	40.2	1.8	55.0		
Racial/Ethnic Group									
White	241	100.0	11.3	48.1	38.1	2.6	52.4	Yes	Yes
African American	91	100.0	35.4	46.3	18.3	0.0	32.9	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	100.0	13.8	55.2	31.0	0.0	37.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	270	100.0	10.1	48.2	39.3	2.3	54.9		
Disabled	93	100.0	38.4	47.7	14.0	0.0	22.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	363	100.0	17.2	48.1	32.9	1.7	46.6		
English Proficiency									
Limited English Proficient	29	100.0	14.3	50.0	35.7	0.0	42.9	I/S	I/S
Non-Limited English Proficient	334	100.0	17.5	47.9	32.7	1.9	47.0		
Socio-Economic Status									
Subsidized meals	131	100.0	26.2	54.1	19.7	0.0	32.0	Yes	Yes
Full-pay meals	232	100.0	12.2	44.8	40.3	2.7	54.8		

Mathematics – State Performance Objective = 36.7%									
All Students	363	100.0	22.2	47.2	17.2	13.4	51.9	Yes	Yes
Gender									
Male	184	100.0	20.7	47.7	19.5	12.1	56.9		
Female	179	100.0	23.7	46.7	14.8	14.8	46.7		
Racial/Ethnic Group									
White	241	100.0	15.2	47.2	20.8	16.9	62.3	Yes	Yes
African American	91	100.0	41.5	46.3	9.8	2.4	24.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	30	100.0	24.1	51.7	6.9	17.2	44.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	270	100.0	13.2	49.0	20.6	17.1	60.3		
Disabled	93	100.0	48.8	41.9	7.0	2.3	26.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	363	100.0	22.2	47.2	17.2	13.4	51.9		
English Proficiency									
Limited English Proficient	29	100.0	21.4	53.6	7.1	17.9	46.4	I/S	I/S
Non-Limited English Proficient	334	100.0	22.2	46.7	18.1	13.0	52.4		
Socio-Economic Status									
Subsidized meals	131	100.0	36.9	42.6	13.1	7.4	34.4	Yes	Yes
Full-pay meals	232	100.0	14.0	49.8	19.5	16.7	61.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	363	100.0	35.9	38.8	16.3	9.0	25.4
Gender							
Male	184	100.0	33.3	40.8	17.2	8.6	25.9
Female	179	100.0	38.5	36.7	15.4	9.5	24.9
Racial/Ethnic Group							
White	241	100.0	25.1	42.0	20.8	12.1	32.9
African American	91	100.0	63.4	28.0	6.1	2.4	8.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	30	100.0	44.8	41.4	10.3	3.4	13.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	270	100.0	28.8	39.3	19.8	12.1	31.9
Disabled	93	100.0	57.0	37.2	5.8	0.0	5.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	100.0	35.9	38.8	16.3	9.0	25.4
English Proficiency							
Limited English Proficient	29	100.0	42.9	42.9	7.1	7.1	14.3
Non-Limited English Proficient	334	100.0	35.2	38.4	17.1	9.2	26.3
Socio-Economic Status							
Subsidized meals	131	100.0	59.0	29.5	6.6	4.9	11.5
Full-pay meals	232	100.0	23.1	43.9	21.7	11.3	33.0

Social Studies							
All Students	363	99.7	12.6	49.7	22.5	15.2	37.7
Gender							
Male	184	99.5	10.4	49.7	20.8	19.1	39.9
Female	179	100.0	14.8	49.7	24.3	11.2	35.5
Racial/Ethnic Group							
White	241	100.0	7.8	46.3	27.7	18.2	45.9
African American	91	98.9	23.5	58.0	12.3	6.2	18.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	30	100.0	20.7	51.7	10.3	17.2	27.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	270	100.0	7.4	46.3	27.2	19.1	46.3
Disabled	93	98.9	28.2	60.0	8.2	3.5	11.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	99.7	12.6	49.7	22.5	15.2	37.7
English Proficiency							
Limited English Proficient	29	100.0	21.4	50.0	10.7	17.9	28.6
Non-Limited English Proficient	334	99.7	11.8	49.7	23.6	15.0	38.5
Socio-Economic Status							
Subsidized meals	131	99.2	24.8	56.2	11.6	7.4	19.0
Full-pay meals	232	100.0	5.9	46.2	28.5	19.5	48.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	102	99.0	7.3	25.0	62.5	5.2	67.7
	4	132	100.0	9.4	51.2	38.6	0.8	39.4
	5	115	99.1	14.0	55.1	30.8	N/A	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	121	100.0	13.0	41.7	41.7	3.5	45.2
	4	110	100.0	17.8	44.6	37.6	0.0	37.6
	5	132	100.0	20.6	57.1	20.6	1.6	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	102	99.0	9.4	53.1	25.0	12.5	37.5
	4	132	100.0	17.3	61.4	10.2	11.0	21.3
	5	115	100.0	18.7	40.2	28.0	13.1	41.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	121	100.0	13.0	55.7	18.3	13.0	31.3
	4	110	100.0	23.8	40.6	22.8	12.9	35.6
	5	132	100.0	28.6	45.2	11.9	14.3	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	121	100.0	32.2	47.8	13.9	6.1	20.0
	4	110	100.0	34.7	37.6	16.8	10.9	27.7
	5	132	100.0	39.7	31.7	18.3	10.3	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	121	100.0	9.6	55.7	20.9	13.9	34.8
	4	110	99.1	12.0	45.0	24.0	19.0	43.0
	5	132	100.0	15.9	47.6	23.0	13.5	36.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 696)				
First graders who attended full-day kindergarten	95.0%	Down from 95.7%	100.0%	100.0%
Retention rate	3.6%	Down from 3.8%	2.2%	3.0%
Attendance rate	96.4%	Down from 96.9%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%	Up from 4.6%	2.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%	Up from 5.2%	2.2%	3.2%
Eligible for gifted and talented	16.5%	Down from 20.9%	19.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.6%	Up from 14.2%	7.7%	8.2%
Older than usual for grade	1.3%	Up from 0.6%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	47.5%	No change	55.7%	52.6%
Continuing contract teachers	90.0%	Down from 92.5%	83.9%	83.3%
Highly qualified teachers	92.3%	Down from 93.9%	93.8%	93.5%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	84.6%	Up from 82.2%	88.4%	87.0%
Teacher attendance rate	95.4%	Down from 95.8%	95.4%	95.0%
Average teacher salary	\$44,380	Up 2.1%	\$42,915	\$41,703
Prof. development days/teacher	13.9 days	Up from 11.3 days	11.8 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 19.4 to 1	20.2 to 1	18.8 to 1
Prime instructional time	90.3%	Down from 91.8%	90.7%	89.8%
Dollars spent per pupil*	\$5,151	Down 3.5%	\$5,871	\$6,242
Percent of expenditures for teacher salaries*	73.3%	Up from 68.0%	67.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Simpsonville Elementary faculty, staff, PTA and SIC worked together to develop a mission, shared vision, and school goals for the 2004-05 school year. In developing our Strategic Plan, we reviewed the most recent test data, state standards for learning, and the District Education Plan. Our mission is "Preparing students to be productive, respectful, and responsible." A priority for Simpsonville Elementary is to raise the academic challenge and performance of each student by increasing the percentage of students scoring Proficient or above on PACT English/Language Arts by 5% and Mathematics by 6.5%. We are also working to provide a school environment supportive of learning by promoting character education as well as civic and personal responsibility. We are working to improve public understanding and support of our school by involving parents and volunteers as partners with our school as in "Walk to School Day." Through teacher Web sites, all parents have access to current information from their child's class. Collecting canned goods for the Relief Agency and school supplies for the Children's Hospital, participating in "Relay for Life" and "Jump Rope for Heart" we promote character education and civic responsibility. These projects help our students learn firsthand the rewards of helping others in our community. Simpsonville Elementary raised over \$184,000 for "Jump Rope for Heart" since 1981. Through a year-long cooperative grant with Washington Center, our fifth graders learned that "we are more alike than different" and that giving a gift feels good but giving of yourself feels even better. Success will be measured by student performance on standardized tests, student work samples, and attendance logs for conferences, PTA meetings, and staff development.

Our vision is to help each child reach or exceed his or her full potential by providing creative and challenging learning opportunities. Field Trips at each grade level coordinate with and enrich our curriculum. An Artist-in-Residence program provided our students an opportunity to use water colors to paint a rendering of an animal they had researched.

Simpsonville Elementary School has a long history of strong academic achievement. We believe that the use of the Four Blocks Reading model, Every Day Counts Math, Larson's Math, academic enrichment, and outstanding parental support of academic programs contribute to student success. We have an experienced instructional staff, many of whom have advanced degrees. The support of parents and the community is evidenced by tremendous support of our SEEDS program, Reading Counts and Morning Math Achievers, which were offered to students through volunteers working with classroom teachers. We are continuing our efforts to maintain an atmosphere where parent and community involvement are encouraged.

With Academic Achievement as our # 1 priority at Simpsonville Elementary we made teaching all students the focal point of planning. Academic standards were enhanced by the information gained through the development of our Strategic Plan and the ongoing analyses of standardized test scores and other data.

Mrs. Debbie V. White, Principal
Mrs. Hope Willomovsky, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	111	70
Percent satisfied with learning environment	93.0%	82.0%	92.8%
Percent satisfied with social and physical environment	95.2%	80.7%	91.4%
Percent satisfied with school-home relations	92.9%	82.4%	82.6%

*Only students at the highest elementary school grade level at this school and their parents were included.